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# Sources

bulletin 10



Ministry of Community and  
Social Services

Youth and Recreation Branch

## WHAT EVERY AMATEUR COACH SHOULD KNOW BUT COULDN'T FIND WHERE TO ASK

Terry Roberts

Imagine yourself coaching ten to thirty children.

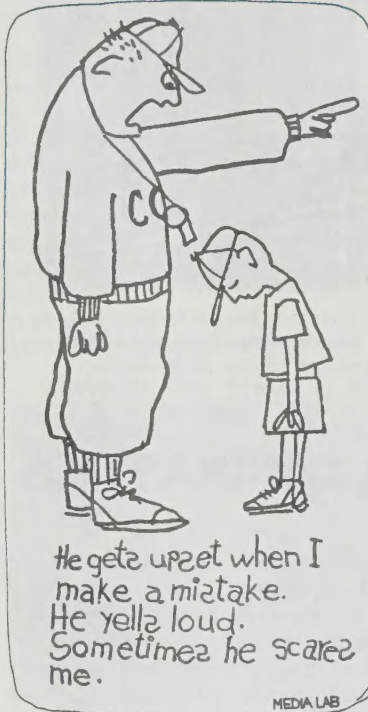
Now, what would you like to accomplish in the season? Do you have any idea of some of the problems that might confront you? Do you have any idea of how to deal with these problems?

There are tens of thousands of actual amateur coaches in Ontario who would have almost as much difficulty in answering these questions as you have. Many are unaware of the problems they will encounter. Others are floundering for better methods of dealing with situations that they do come up against. They want to do the best job they can, but so many have too little information to work with. They are looking for help but don't know where to go for it.

Project CRP, Coaches' Resource Package, is a great idea. What it does is try to imagine and uncover many of the situations and problems that the amateur coach encounters at the grass roots level. It then provides basic, practical information to help deal with some of these problems.

The group putting Project CRP together is made up of fourteen university students in physical and recreation education. They spent much of the summer trying to orient themselves to the problems of the coach so that they could provide them with information that they needed and wanted, rather than with information the students thought they should have. Their major concern now is to say what they want to say in the most

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## WHATEVER HAPPENED TO PLAYING FOR FUN?

Steve Weller

"Fun is out of style. It's winning that counts."

That's how Jack Lebow, associate sports editor of Look magazine started a recent article that asked the question "How good are organized sports for your child?"

The answer varies from "incredibly bad" to "exceptionally rewarding".

Some leagues certify their coaches, have rules ensuring that all players play every game and that the boys learn sportsmanship, co-operation and team spirit.

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## OPINIONS DES ÉTUDIANTS

Le mécontentement des étudiants au sujet des programmes sportifs dans les écoles n'est limité aux régions du Sud et du Centre de l'Ontario. Voici quelques commentaires d'étudiants d'une école secondaire française, au niveau de la 9<sup>e</sup> à la 13<sup>e</sup> année, du nord de l'Ontario.

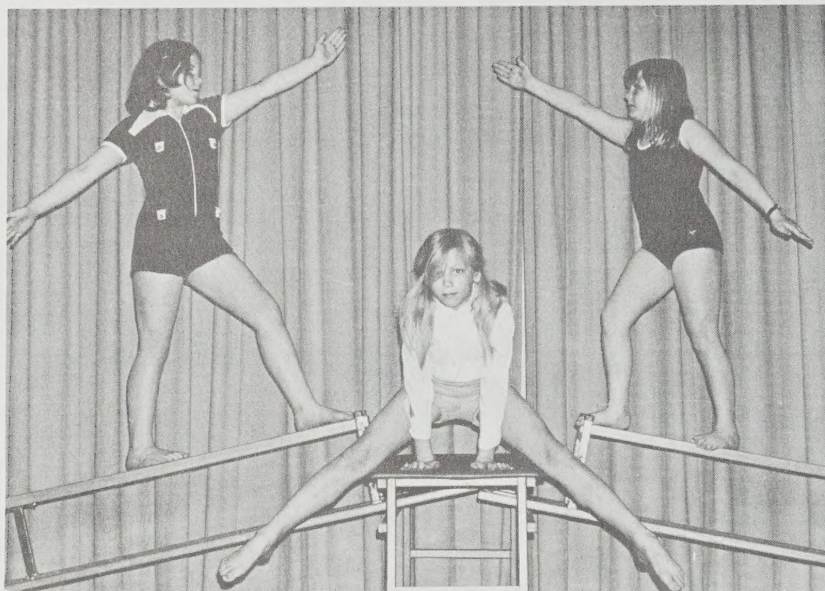
"Les sports à l'école sont bien organisés mais il y a un manque d'intérêt de la part des élèves, spécialement les juniors et les seniors; les midgets ont commencé et s'ils continuent ils auront une bonne équipe parce qu'ils auront acquis l'expérience nécessaire."

"Je pense qu'il n'y a pas assez d'esprit d'école, que les élèves devraient se rendre aux joutes, participer, et encourager leurs équipes."

"Je pense que les sports ont besoin beaucoup d'améliorations parce qu'en parlant des intra-mureaux, la participation au commencement de l'année a été presque nulle - beaucoup de sports ont été annulés; mais je trouve que maintenant ça commence à s'améliorer un peu et on commence à avoir d'élèves qui participent un peu plus mais on a besoin encore plus d'élèves et puis j'encourage fortement tous ceux d'aller encourager leur team."

"Je trouve que les sports de cette école manquent beaucoup d'organisation surtout de la part de ceux qui s'en occupent parce qu'ils ne sont pas expérimentés dans leur matière en plus de s'en fiche un petit peu. Donc, les étudiants sont un petit peu portés à devenir apathiques et puis à ne pas participer."

*suite à la page 7*



*Many students are unable to perform traditional gymnastics but all can achieve and enjoy the contemporary approach. Workshop in Kenora was attended by 85 teachers and physical fitness leaders.*

## NEW APPROACH TO GYMNASTICS

Douglas Saunders

Physical educators bark commands, blow whistles and dominate the situation. About two thirds of the students are unable to perform the traditional gymnastic technique demanded.

To indicate a more contemporary way to teach gymnastics, and to show a method that gives students some feeling of accomplishment and satisfaction, a workshop in educational gymnastics was held in Kenora.

Eighty-five elementary and secondary school teachers and physical fitness leaders from Kenora, Dryden, Red Lake, Ft. Frances and Thunder Bay, took part.

Educational gymnastics employs a newer, different and individual approach with the idea of giving each student opportunities for experimentation, exploration and creation. It is an individual rather than a group approach. Each child competes against himself, not against others. He tries to improve his own skills, measuring progress against himself rather than against the progress of others. Because each child answers the challenges to the best of his own ability,

he does not experience the negative effects of failure.

Nick Kristalovich, physical education consultant, Kenora Board of Education, believed it would be useful if new gymnastics information was made available for the benefit of those who are unable to perform successfully the traditional techniques and derive little satisfaction from classes.

The Kenora Board of Education, the Kenora Separate School Board, the Ministry of Education in conjunction with the Youth and Recreation Branch, Ministry of Community and Social Services, sponsored the workshop. Martin Underwood, a teacher at St. Luke's College of Education, Exeter, England and a member of England's National Rugby Team, was the key resource person and workshop director.

New techniques and experimental teaching methods were introduced. Films were shown and demonstrations with and without apparatus were given by primary and intermediate students and by instructors. Concentration was on

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## switch in emphasis

Jackie Weir

There is change everywhere! To stand still is to move backwards. And so our physical education courses have also changed.

We still find students have an interest in, so therefore we offer, such activities as team sports, badminton, gymnastics, swimming, etc., but imaginative use of scheduled time is the new trend and this has enabled teachers to introduce new activities into physical education classes. Some schools have introduced a course in skiing which includes choice and care of equipment, basic and advanced skills, racing, week-end ski trips, or just fun skiing. Courses in sailing are offered which start with a paper sail and a fan in the classroom, then move to Lake Ontario in the spring.

Practical courses in bush survival, camping, and canoeing, have been set up. These activities are now co-educational or it is possible to have segregated classes for girls who are interested in healthy figure control. Classes of this nature can correlate nutrition, dieting, food fads with practical aspects of exercise, and physical fitness.

High schools are more aware of the community and point the way to recreational activities that can be enjoyed after graduation. Classes are taken to bowling alleys, curling and skating rinks, canoe clubs, golf clubs.

Intense competition which was for so

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*The new physical education approach plays down competition and considers recreational activities that can be enjoyed after graduation.*

# THE NEW physical education gains popularity in U.S. schools

*Reprinted courtesy of IRA Bulletin, International Recreation Association, New York*

According to reports of the American Association for Health, Physical Education and Recreation, in its monthly Journal, the new physical education is gaining strong momentum in schools in the United States. The basic idea in the new approach is to give students a choice in physical activities, as well as developing skills students can use and enjoy for a lifetime. The AAHPER Journal uses examples of "choice, not force" programs in schools around the country to illustrate the new technique. Some of these examples are excerpted below.

If you were a student at Silverton High School in Colorado, your physical education class might consist of fly fishing in a nearby river, a weekend backpacking trip through an Indian reservation, or a cross country ski tour through the high country above Aspen. Credits are offered in traditional team sports and individual sports, but the new approach is to give individuals a choice. The instructors say they have broken the bonds of the classroom, are taking advantage of their particular environment, and are integrating other teaching areas into the program.

Along with elective programs in physical education, a number of schools have also worked out 'contracts' for students to sign — a method by which students accept responsibility for their decisions.

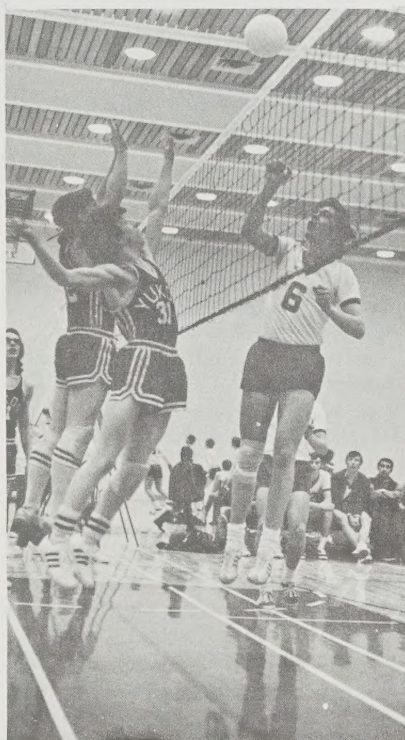
In Ft. Pierce Central High School in Florida, girls are allowed to elect a particular activity (i.e., bowling). In a packet of material on bowling, each girl selects certain contracts which spell out in detail what she must do to earn credit for the course and earn a given grade.

Contracts vary in complexity and in point value, which is used to determine her final grade. In bowling, for instance, a girl may agree to write a paper on the history of bowling (15 points), bowl six games and keep score

(20 points), explain how posted averages are figured (5 points), take a written test on scoring, etc. (25 points), interview a proprietor of a bowling alley and then take a quiz on the mechanical operation of the lanes (20 points), or demonstrate proper stance, delivery and position of hands (5 points).

There are 21 different bowling contracts to choose among. To earn a grade of A, a student would have to earn a total of 100 points by fulfilling contracts that equalled that amount; to earn a grade of B, 90 points. Students, therefore, elect their own activities and set their own goals. The program intentionally stresses individualized learning.

A similar individualized contract program is being implemented in



*The new approach to physical education is gaining popularity in U.S. schools. It offers students a choice while still offering credits in individual and traditional team sports.*

Omaha public schools. Learning units have been developed for team sports and individual activities. Each student is then given an individual prescription (a contract called Phy-Pak) based upon his current status and learning need.

The student pursues his learning task until he feels he has reached his objective (self-tests are included), then he comes back to the teacher for a final evaluation, recording of his accomplishment, and a new prescription.

A high school in Plaistow, New Hampshire, offers an independent study option which allows the individual to work alone or in a group.

Students are encouraged to use nearby recreational facilities . . . to get help from skilled and knowledgeable people in the community. They meet faculty advisers once a week to report on what they've accomplished or to set new objectives.

The Ridgewood High School in Norridge, Illinois, has a similar plan. Students opt from a long list of projects . . . activities range from archery to yoga.

Teachers say students like the independent study approach partly for its novelty — partly for the freedom from daily supervision by adults . . . students are more apt to build physical activities into their lifestyle when they are free to set their own goals.

One of the basic concepts of the new physical education is to create programs which serve every student, not just the 2% who are athletes. This is accomplished by tailoring learning to the individual's needs and interests.

As physical education moves toward individualized learning and elective courses, it has been a natural evolution to incorporate skill development in many individual sports.

In developing PE programs, many high schools first consider whether the activity has carryover value in later life.

As a result, schools often offer courses in tennis, fencing, golf, bowling, archery, trampoline, weight lifting, and even judo.

# IT'S NO SCORE FOR HIGH SCHOOL SPORTS PROGRAMS

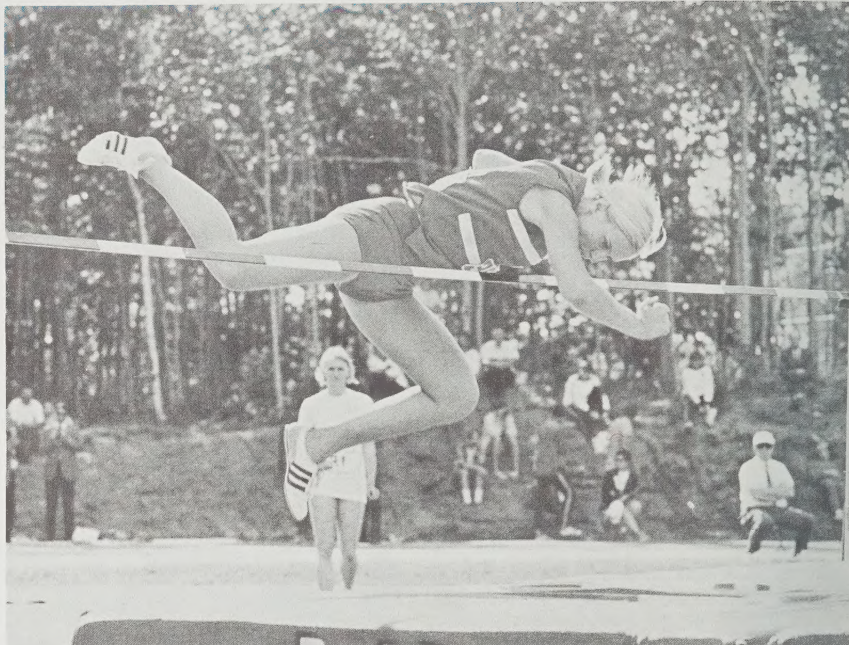
Mark Johnston

A short time ago, a discussion took place in Toronto, attended by representatives of several high schools in central Ontario. During the session the students were encouraged to voice their grievances about their sports programs. As it turned out, their individual problems seemed to be rather common to rural Ontario high schools. Everyone who talked of difficulties they had encountered in the system agreed that the same problems did not exist in the larger and more financially well-off Toronto schools.

One of the most common problems was coaching and coaching techniques. The complaints were levelled against the system rather than the physical education departments since most of the schools do not have enough personnel in their sports departments to adequately coach all school teams. As a result, teachers from other areas either volunteered or were recruited to coach athletic teams. A low calibre of coaching resulted and the students lost out. In some cases the teachers would only come to the occasional practice or game and the team consequently lost contests continually and the players learned nothing.

It was found that coaching techniques were generally outmoded and in many cases had been proved dangerous. If a student was interested in a specific sport he could receive better training outside the school in an independent sports club. The training these clubs provide is by no means unavailable. Most sports organizations will supply coaching booklets and pamphlets free of charge but for some reason a lot of high school coaches continue to use old fashioned techniques. The training standards cannot be blamed entirely on the staff. If a history teacher is told to coach a basketball team he cannot be expected to know the latest in basketball training but he can make an attempt to find out.

Perhaps the Barrie area schools have found a solution to the problem by



*To get the kind of dedicated coaching that will help you be good enough to compete on provincial and national levels you must join an outside club says one of Ontario's outstanding young gymnasts.*

employing a professional gymnastics coach who goes around to the schools and teaches gymnastics. The calibre of the sport in the area has risen considerably since the inception of the program and a lot of the students are benefitting from standards that would be otherwise unavailable to them.

However, a coach cannot be efficient without the proper equipment and it seems that some of the schools in the central Ontario area lack equipment. Variety in type of sport is certainly available but the necessary machinery for a school to adequately train its students in any one area is somewhat lacking. The student council in one school spent almost a thousand dollars on sports equipment last year because the students wanted and needed it. If the students are willing to put that much of their own money into subsidizing a school department for the purpose of improving their own standards of education, surely the

school should be able to help them out.

Financial problems are not easy to solve since every sports department could use more money. Some students believe that their schools are getting the short end of the stick in the regional development program in school administration. While some schools, close to the region centre, have money left over from their

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## SWITCH IN EMPHASIS

*continued from page 2*

many years the accepted approach, is unnecessary and is sometimes harmful. This trend for change in physical education offers each individual a broad scope and should develop a more balanced person. It is essential that our young people maintain an interest in physical activity which is so necessary for the preservation of health and the enjoyment of life.

# SPORTS - FOR BETTER OR FOR WORSE?

Adrian Hussey

For centuries it has been considered healthy to participate in sports. It was considered that sports were good for both the body and the mind. Many firmly believed that athletic clubs and teams were a good place to develop character and to enjoy one's self.

If you take a close look at the modern sporting community, I think you'll find that you have been misled and that contrary to what you have been told, sports may actually be unhealthy.

The concept of playing for fun has lost all meaning and has been replaced by the struggle for success, prestige, big money and victory. Victory has become the all important element in sport, and the athlete is taught that he is a failure if he loses.

To win at all costs has become the philosophy of sport. Coaches and athletes alike talk of striving, driving and the long fight to the top. With the new philosophy has come the problem of the abuse of the athlete and the deterioration of sport.

Games should be fun. An athlete should be able to look forward to a competition keen to participate, knowing it will be fun, and that there will be personal satisfaction in participating. There should be no need for an athlete to worry about his performance being analyzed. He should be able to play on his own terms.

Now think back to the football final. I wonder how many of the players enjoyed the game. If you saw them before they left for the team breakfast, I think you will know the answer. They had been paraded before the school and sent off to battle as valiant warriors carrying our colours into battle. Now they sat in the back of the cafeteria petrified.

The pressure the players were subjected to was immense. This may encourage team unity but it also increases the tension. They thought about having to win. They knew that 600 fans would be at the game and that they wanted victory and nothing else. They knew that if they lost they would have to face these same

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*In a new approach to education gymnastics as demonstrated at a workshop in Kenora, children compete against themselves, not others. Emphasis is on individuality, experimentation, exploration.*

## RUN FOR FUN

Dave Whitson

I run.

I love to run. I love to ramble along the Toronto waterfront savoring the wind and water on one side and the chaotic flow of light and sound from the city on the other. I am free to savor these things because I am modestly fit, fit enough to run without conscious effort.

Sometimes I run harder... and faster... and harder until I think I can go no faster. Yet faster I go with a curious combination of strain and composure. At these moments I am no longer conscious of my surroundings, but only of my effort, of the ecstatic experience of surpassing what I thought and felt to be a limit seconds earlier. For these fleeting moments I am completely free.

This experience must remain my own because I cannot convey the emotions and sensations to someone who has never felt the same kind of thing. But the experience will be recognized and understood by a lot of people who have cycled or skied or played shinny to exhaustion and found exhilaration in doing so.

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## WHAT EVERY AMATEUR COACH

*continued from page 1*

interesting and informative manner possible.

They believe, as most people do, that sport participation can be a fantastic experience for young people. They also believe that a person can get a good deal of education from sports. What they would like to believe, however, is that all those educational experiences can be positive ones.

Most amateur coaches will be able to gain something from the Coaches' Resource Package. Covered are such topics as: influences on the player, influences on the coach, how attitude of the coach affects the players, and helpful hints in dealing with parents. The package also includes a game simulating the problems that arise in a season, a kit giving basic first-aid information, and a booklet on how to organize interesting practices. There are more booklets, posters and collages all relating to the problems of the amateur coach.

Coaches have an important position to maintain. They are educating thousands of children every year. As educators they should know what type of information they could be getting across. They should be trying to make sport participation as positive as possible. It is hoped that CRP can help.

For further information, write Al Lundquist, Ministry of Community and Social Services, Youth and Recreation Branch, Mowat Block—12th Floor, Queen's Park, Toronto 182, Ontario.

## NEW APPROACH TO GYMNASTICS

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why and how activities are performed rather than on the actual skill itself.

A short course on how to make use of video tape in teaching educational gymnastics was included.

Sessions were filmed for use in future clinics.

It is hoped that this individual approach to educational gymnastics will present a greater challenge mentally and physically and give to all children a feeling of achievement and enjoyment in physical activity.

# AND THAT'S THE TRUTH ...

Here are comments made by high school students when asked their opinion of the sports program offered in their school.

"I'm a hippie. I don't like sports. Too physical, man."

"There isn't any school turnout. I can't blame the kids. If you had to go home on the late bus and maybe walk a couple of miles, I doubt if you'd stay."

"What we were being trained was 10 years behind the times."

"Students get out of classes to rehearse for a play. But if a team would like to get out and train, there's no way."

"The variety of sports offered is good but the equipment is terrible."

"If you want to learn something don't get into an organized school sport. Go to the school sport for fun but join a real team, an outside team."

"We have a coach. He came to the games but he didn't come to one practice until the end of the year."

"I play tennis as an individual and I play hockey as a team sport. Tennis is for me, but if you're losing all the time it's not as gratifying and you might find more satisfaction in team sports. Team sports are usually fun. Individual sports are where you really concentrate."

"This year the football team disappeared. The non-players feel bad about it. The people that want to play can't. The school isn't big enough. We're small and useless so we don't have a football team. Nothing replaces the football team. There was a lot of interest as far as players were concerned. As for spectators or school spirit was concerned, it was dead. There's a lot of guys not doing anything now."

"There's this new idea where if you're a jock you're a god damned squarehead and all the freaks say what bastards jocks are."

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*"I don't feel the physical education teacher gave the small guy half a chance. Here's a guy with muscles so he's in. Here's a guy without muscles so he's out."*

## WHATEVER HAPPENED

*continued from page 1*

Other leagues demand that ten year old boys start training two or three months before the season, practise or play games five or six nights a week and that good coaches finish first or second in the league.

In one big city hockey league, a boy could play up to seventy games a season. Coaches in this league are so ambitious that the executives had to make a rule that no team could start practising before September 1. Team sponsors have made offers of free service or merchandise to the parents of good players to make sure the boys don't jump to another team.

So much for the bad. How about the good?

In a smaller city, minor sports have been set up so that every boy who signs up is on a team, that he plays part of every game and that his team has an opportunity to practice and play equally throughout the season.

Most minor leagues profess to have

amateur goals but most have professional organization. No matter how well organized the league may be, the coach is the one who can make the difference between sport being fun and sport being a chore. A good coach should be able to command respect, be well organized and make the game interesting and fun for his players.

Some coaches think they're Leo Durocher, Punch Imlach or Vince Lombardi—

"Winning isn't everything. It's the only thing!" This attitude is rather ridiculous because only one team in each league ultimately wins.

Mel Profit, an outspoken former all-star tight end with the Toronto Argonauts said "If winning was the only thing, most of us should commit suicide. That is because most of us are losers." Profit's attitude is more realistic. The attitude that winning is the most important thing in sport leads to a tremendous drop-out rate in sport.

The first big drop in participation occurs about age 14. People continue to drop out until, as adults, virtually the only people participating are professionals.

Changes in our sport hierarchy are needed now. The change is coming because too many people are dissatisfied with what is happening in sport. Every person who is dissatisfied has the responsibility of expressing his dissatisfaction and doing everything possible to improve the system.



*"Some guys come out one night and the next night it's different guys and nobody's dedicated. Then everybody loses the interest and the team doesn't try hard. There isn't the seriousness taken in training that there should be."*

## OPINIONS DES ETUDIANTS

*suite de la page 1*

"L'affaire est que j'ai joué dans des équipes d'autres écoles avant puis, je trouve que le problème de notre école est a, que on a pas assez d'entraîneurs puis l'école est encore trop jeune pour avoir une augmentation de bons athlètes."

"Il devrait y avoir la natation inclus dans les sports de l'école."

"Le seul problème est qu'il n'y a pas assez de participation aux joutes de volley ball, basket ball, lutte, etc. Ceux et celles qui jouent les sports, sont intéressés car ils aiment, ils ont choisi ce sport nous sommes fiers de nos équipes de cette école car ils essayent de leur mieux. Ils manquent beaucoup de temps pour pratiquer, les gymnases sont presque toujours pleins après les classes et les autobus en retard aident beaucoup à ce sujet. Nous avons une assez belle variété d'équipement qui nous sert et je crois que tout le monde est assez content avec l'équipement. C'est pas mal tout un équipement nouveau qui date de presque deux années, ou deux ou trois années quand l'école a été ouvertes!"

"Mon opinion sur le sport? Bon à rien dans l'école. Il n'y a pas de temps pour pratiquer, compris? Le coach est bon à rien - il n'y a pas de coach dans l'école - c'est ce qu'on a besoin, je parle surtout pour les garçons, de meilleurs entraîneurs, plus de temps dans le gymnase pour pratiquer, puis meilleur équipement."

"Je trouve que les sports reçoivent pas beaucoup de publicité parce que j'étais à plusieurs joutes et puis il y avait peut-être une quinzaine d'élèves aux joutes de ballon panier et puis je trouve que personne est intéressé dans le vol ball excepté l'équipe elle-même. Aussi, ça paraît que les élèves ne sont pas intéressés, ils ne savent pas même qui est le héros de notre équipe de football ou qu'est-ce qui se passe. Je trouve que pour une école de 1600 élèves, il n'y a aucun esprit du tout, du tout."

"Je crois que les sports à l'école ici sont bien organisés, puis tout ça, mais je crois qu'il n'y a pas assez de participation de la part de tout le monde, et que si tout le monde se donnait la main ça irait beaucoup mieux."

"Je participe seulement qu'en spectateur. L'arbitrage est hors de toute comparaison. Les arbitres sont vraiment perdus. Ils sont vraiment perdus!"

"Moi, pour les sports de l'école, je crois qu'il devrait y avoir plus d'esprit et qu'on doit mettre plus d'emphase sur le sujet des sports."

"Je pense que des sports pour quelqu'un qui veut en faire, il y en a assez à l'école."

*suite à la page 10*

## AND THAT'S THE TRUTH...

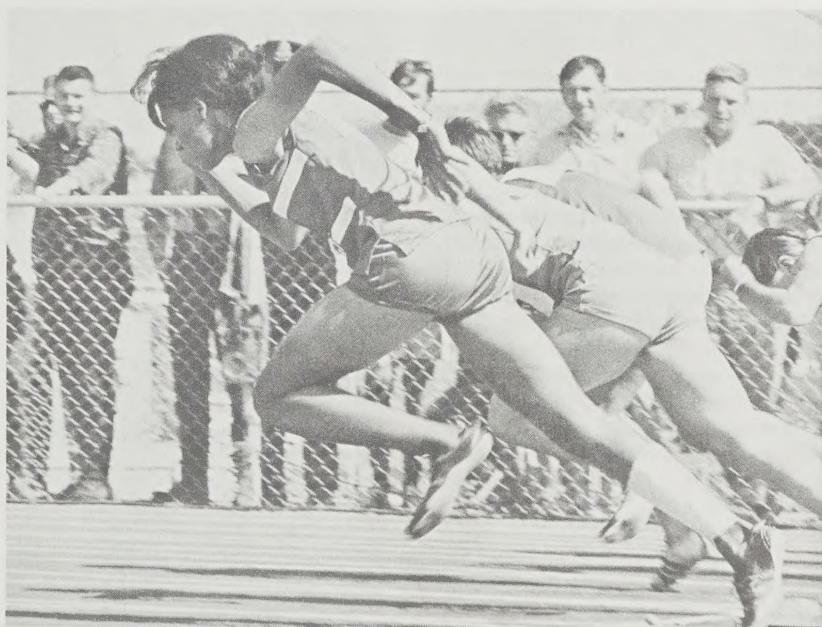
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"They cater to the physical education instructor's favourite sport. It's whatever he's good at. He caters to his own whims. If we want to play lacrosse, he doesn't know anything about lacrosse."

"I was very likely to make it to the North York finals, the championships in wrestling. The organization, or lack of, is astounding. My first bout, was slated for 8 in the morning, so I

wrestled at 8.35. Next one comes up at 2 in the afternoon. I got killed in that one. I was supposed to be going for a third or fourth position by this time. Five thousand wrestlers show up and you only wrestle three times. I wrestled at 2 then I was supposed to go again about 7 o'clock that evening. It's an all day deal. So I'm in putting down some oranges and drinking maple syrup like the pro's do, everything except oxygen, and they called me ten minutes later! I put half a section of orange in this guy's ear. I almost died on the mat. That's really bad. And here's the question of organization. They go to all the trouble of arranging a meet, getting everybody there, and you just get it in the ear. It doesn't matter who's the best wrestler. It's who can jump to the timetable. If you win, they've got it sorted out perfectly. You get two hours between every match. But if you lose you have to wrestle about half an hour later and there's no way. After six minutes you're beat. It's harder than running four miles."

*continued on page 8*



"We have a physical education teacher training in track and field but what that teacher knew about track and field was nothing. We had a very, very good coach in wrestling. But as far as the majority of physical education teachers, I think they were told you will take over such and such a sport this year. They don't know what they are talking about and the kids suffer."

## AND THAT'S THE TRUTH

*continued from page 7*

"Why shouldn't the facilities be good so the kids will want to stay? But when the facilities aren't any good, the kids don't want to stay. One gym won't go around all the kids who want to use it."

"Right now we suffer from the regional government idea. It's based in Oshawa and we're on the outside fringe so expenditures are made and we get whatever is left over in the budget. We needed \$600. to have a football team, some new equipment, plus transportation and things like that. All of the equipment is obsolete. It's really not much money but we can't afford it, the student body or ourselves and there's really no reason we should have to. We had the field and I'm sure we could have got teachers to take it over. The teachers were willing but there was no money."

"I competed at the provincial and national level and I wasn't allowed in the gym. I was told I was demoralizing the other students. You're not demoralizing the kids. You're demoralizing the teacher."

"You can get a degree in gymnastics at York University but it won't come through for another three years. If they did that for every sport then the physical education teachers would know what they are talking about. It's not really the teacher's fault because when he went to university he was taught the basics of every sport. Now for the majority of kids that would be fine, but when you have a specialist in one sport, a kid that competed at Canadian or Ontario level and knew what he was talking about, and you put him beside a physical education teacher, that kid's going to get creamed."

"You learn more out of school. School sports are a real drag."

If you have the same guy year after year you know what he expects and what you can do. It has to be almost autocracy in the whole group to have a successful type thing. When it's all broken up you can't do anything.

"The buses come right after school and if there's a basketball game, nobody stays except the players. Everybody else goes home. There's no time within the school day allotted for games. There's the odd time where we get out 30 minutes before school's over to watch a game which doesn't start till 10 minutes before the buses leave, so a lot of spirit's lost because of the facilities. You can't blame students for not staying when they have a choice of staying and watching a game and walking home ten miles, or taking the bus and not missing a great game because nobody else is staying and spectators make half the fun. Kids have to get home and you can't walk 10 miles."

"There's not enough time to really specialize or get any real training. It's more or less game time. There's a lot of fooling around and never getting right down to the point. It's just time to play. You never find out what you're doing right or wrong."

## IT'S NO SCORE

*continued from page 4*

budgets to carpet halls, others, on the outer fringe of the region, cannot afford to buy a trampoline which has become standard in a lot of gyms. Surely this is a valid complaint since the students are definitely losing.

A problem that particularly affects rural high schools is isolation. Some students travel up to forty miles to school in buses provided by the board of education. Spending an hour on a school bus both before and after school sometimes makes more of a daily grind out of classes than is necessary. But when a student stays after school to go to football practice, it often means he has to hitch-hike home. The school administrations appear to be most unco-operative in going to the expense of providing a late bus for practicing teams. As a result, team practices are next to useless since

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*Secondary school athletes who have reached a high level of skill complain that their physical education teachers have only a basic knowledge and that they must go outside school for the coaching they need.*



*"There was no sane, healthy competition. It was do or die."*

#### RUN FOR FUN

*continued from page 5*

Unfortunately, there will be many who can recall the exhilaration but who no longer seek it out because athletics have become a source of tension rather than one of pleasure and satisfaction.

Today, the aspects of sport that afford satisfaction and joy to the participant are often lost or submerged in our organized sports programs.

We know that we enjoy the physical sensations of our bodies performing... rhythm, power, grace, strength. Tensions and pressures are forgotten while we are caught up in the ebb and flow of a soccer game, in skiing or sailing. Self-consciousness and inhibitions about our performance vanish. We can let it all hang out and we can share our exhilaration with our companions and competitors.

The athlete must feel free of the burden of having to win and satisfying the standards of coaches, parents or school-mates. Only then, when he can feel enjoyment and self-worth without awaiting the approval of others, can he relax and get caught up in the fun of the game itself. His aspirations must spring from within and not be imposed by what others expect. Only then is he free to experience joy and growth in their pursuit. Non-professional sport must

be allowed to remain a very personal thing. It must remain in all respects the prerogative of those who play it.

To the objection that such an approach would not encourage the pursuit of excellence, we should like to quote Arthur Lydiard, the New Zealand track coach, whose own dedication to excellence might be matched only by that of his world champion athletes. "All my search for the perfect training system convinced me of something else. The essence of athletics is the pleasure you can get out of it. ... Run for fun and from the fun will come the will to excel. From the will to excel could come an Olympic champion."

The kind of commitment required to reach the top in most sports today cannot be supplied to a reluctant athlete by a coach or anyone else. Few people will continue to train as long and as hard as is necessary unless they have a spontaneous will to excel which stems from their own genuine enjoyment of the activity. The boy or girl who is welcomed and encouraged and allowed to enjoy an activity on his or her own terms, may be the one who later develops the motivation and skill to become very good.

This should not really matter though, for if we truly enjoy sport ourselves, we should be eager to encourage others to experience the same sorts of satisfaction and pleasure we have found, regardless of whether or not they become great athletes and great advertisements for Canadian sport.

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fans with their clever little jokes and cuts. Little jokes and cuts that hurt far more than one might suspect. The team lost, which was no surprise under those conditions, and few of the players found it a satisfying game.

Under the above conditions an athlete might put in a fine performance on the outside, but how does he feel inside. The odds are he tries hard out of fear, and not to find the satisfaction that can be derived from playing hard. Under these conditions the athlete becomes a pawn which the coach or the fan plays unmercifully. He forgets that he is a person who is entitled to enjoy himself, in the same respect, as do the coaches

and the fans. They speak of the football teams as if they own them. They expect victory and when they receive a loss they become a bubbling fountain of ridicule.

There are more signs that sport is not healthy. A football player once told me how he loved to get out in practice and kill his own players. He actually enjoyed hurting his own team mates! I also recall that many of the players were overjoyed that one of the coaches was teaching them dirty methods of disposing of the opposition. Is this healthy?

Many coaches feel it is their privilege to control the outside life of "their" athletes. They give orders about when to eat, when to sleep, and how to look and dress. They feel it is their right to impose their morality on the athlete, and hence the athlete becomes the slave. The coach drives him on in training in any way he can. He insults, he threatens, and worst of all he punishes. Extra laps or push-ups are no way to encourage an athlete.

Many athletes are forced to train on injuries that result in permanent damage. The coaches' desire for a winner can lead to permanent disruption of an athlete's life. The sport becomes a chore and something that soon will be hated. Vince Lombardi may produce winners but what do they do to a player's mind, self respect and personality?

So maybe sport isn't so healthy. The fun of games seems to have left and the fight for victory has taken over. Where once an athlete found enjoyment and satisfaction, he now finds pressure, ridicule, militaristic coaches, unmerciful fans, and hours of anxiety. It seems sport is not the place to develop a good healthy body, mind and character. It's the place to sharpen the killer's instincts. It is the place to be abused and to learn to abuse. Sport is quickly becoming the sickest part of a sick society.

Maybe this explains the failure of the intramural programs. People feel intramural sports is the place for those not good enough to make school teams, and therefore a bad place to be. As youngsters, many feel the ridicule from students and teachers for not being good in sports, and eventually drop out. They feel there is no point in playing unless you are good and can win. As a result,

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they lose an activity that could have supplied hours of satisfaction. They withdraw completely, or become a fan while other people get their kicks for them.

It's time to take a look at sports. It's up to the schools, coaches, and athletes to put back into sports "fun"—the most important element. In sports, the majority of people could find a unique satisfaction and a lot of enjoyment.

## IT'S NO SCORE

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they are not nearly as frequent as necessary and the attendance is somewhat irregular.

Time for training school teams could, on the other hand, be provided during school hours. It is not uncommon for announcements to be heard to the effect that those in the school play will take two periods off in order to rehearse. It is a rare phenomenon for high schools however, to allow representative athletic teams to practice during school hours.

And yet, physical education is still a necessary academic subject. One must get marks and credits in physical education despite the fact that the school makes it so difficult to practice. In most schools a student will not be allowed to play basketball during a spare or study period. Instead he must concentrate on academic studies.

To receive a credit in physical education a student must participate in scheduled gym classes which are not much more than organized chaos.

It is here that one must receive training in basics of physical education, but in fact the emphasis is generally placed on the sport in which the instructor excels. When the class is not participating in this sport, the periods often degenerate into games of murder ball and other related chaotic pastimes. This is not really education. Rather it is a time when students can demonstrate their latest techniques in street-fighting. The smaller student often gets picked on during these classes.

Surely the student has a right to complain about classes where ten minutes is spent changing both before and after actual time in the gym and a further ten minutes is wasted taking attendance. How much can a student learn in the remaining few minutes?

Discipline in these classes is somewhat lax, but discipline in organized team sports is more or less non-existent. Discipline in training is of prime importance in any sport, but in the rural high schools it is ignored. Discipline is looked on as taking attendance and making sure everyone has the right clothing when in reality some sort of dedication and desire to win should be ingrained in the team. Too many school teams have degenerated into elite social groups who drink together before and after games. It is only through discipline that coaches can instil the necessary dedication into a team to prevent this happening and this discipline will spawn the desire to win that will make students decide not to drink as a team.

One really tough problem in high school sports is specialization of the individual. What happens when an individual excels at a sport and becomes better than his teacher? In most instances he is encouraged to quit since he is a source of embarrassment to the instructor. This is obviously wrong but the school can offer no solution. The individual should go to a sports club offering higher coaching standards but in some instances he has not even been able to use the school gym for practice.

The central Ontario high school sports system provides basic training and exercise for students but very little opportunity for someone to excel. It has become a mere side-line that is somehow compulsory and yet of very little educational value.

Shouldn't it go beyond that?

## OPINIONS DES ETUDIANTS

*suite de la page 7*

"Bien, dans l'espace de l'école, il n'y a pas assez de personnes qui participent et à chaque joute, il n'y a jamais assez de spectateurs alors il n'y a jamais assez d'esprit d'école et pour les futures

joutes bien, il faudrait avoir plus d'élèves qui participent sans ça, l'esprit sera perdu."

"Blah."

"Je pense que les sports ne sont pas bien organisés. Il y en a plusieurs mais seulement les gens ne participent pas ... et coaching - ho ho ho, c'est une farce - comme l'instructeur de l'équipe de ballon panier mais vraiment, ça faisait dur."

"Il n'y a rien!"

Certains étudiants se sont montrés satisfaits. Ceux-ci se sont exprimés ainsi:

"Je crois que les sports à l'école donne une chance a beaucoup d'élèves de participer à une activité en même temps. Même les spectateurs ont une chance de s'exprimer car comme vous le savez, ça fait trois ans que l'école est ouverte et puis pour trois années consécutives, on a gagné le trophée pour l'esprit d'école."



"Les sports à notre école, c'est une chose qui est très bon pour notre santé, c'est une manière de diversifier notre journée scolaire et c'est une très bonne manière de socialiser avec les autres de de notre environnement."

The opinions expressed in this bulletin are those of the authors.